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THE ART OF SELF-DISCOVERY:
INTEGRATIVE OPPORTUNITIES FOR ALTERNATIVE SETTINGS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

by
Mary Elizabeth Harrigan
December 2004

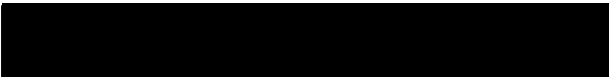
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Approved by:


Robert H. London, First Reader


Samuel M. Crowell, Second Reader

10/3/04
Date

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ABSTRACT

...and if you know how to look and learn, then the door is there and the key is in your hand. Nobody on earth can give you either that key or the door to open, except yourself.

---J. Krishnamurti---

How can integrative curricular opportunities based on self-discovery meet the needs of high school students in an alternative school setting? This study examines the literature identifying alternative methods of coming to a deeper understanding of one's physical, mental, and spiritual self. This study also provides detailed information about one particular school, an alternative program, and expectations for individual success which are discussed with parent(s) and student in the educational process. Finally, this study presents lesson ideas and options that demonstrate how an art-based emphasis in elective coursework can allow for the next step in each student's journey of personal growth and development, beyond the normal parameters of single subject, textbook-driven classes.

Results showed that students improved time management in completing assigned daily tasks; presented more organized, neater projects; and became more aware of self, especially their strengths and weaknesses. Parents became more involved in monitoring the student's daily and weekly progress and communicating concerns.

ACKNOWLEDGMENTS

We meet ourselves time and time again in a thousand
disguises on the path of life.

---Carl Jung---

countless miles...
memorable adventures
friends along the way
gentle encouragements or shoves
by supporters too numerous to mention...

acknowledgments go beyond today
beyond even yesterdays
and extend to every tomorrow...

---Mary Harrigan---

DEDICATION

Let the beauty we love be what we do.

---Rumi---

JMJ

...and to my family

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS	v
CHAPTER ONE: INTRODUCTION	1
CHAPTER TWO: REVIEW OF THE LITERATURE	
Overview	13
Holistic and Experiential Learning	17
Arts and Humanities	33
Summary	38
CHAPTER THREE: DESIGN AND METHODOLOGY	40
Survey	42
Review of the Literature	43
Questionnaire	44
CHAPTER FOUR: RESULTS	
Overview	46
Visual and Performing Arts	60
Literature	62
Writing	65
Miscellaneous Skills	69
Assessment	72
Summary	76
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	83
APPENDIX A: POWER POINT WELCOME	89

APPENDIX B: CALIFORNIA EDUCATION CODE	96
APPENDIX C: ACCESS EXPECTED STUDENT LEARNING RESULTS (ESLRS)	98
APPENDIX D: ACCESS INDIVIDUAL LEARNING PLAN	100
APPENDIX E: STUDENT BEHAVIORAL AND CURRICULAR EXPECTATIONS	102
APPENDIX F: ACCESS HIGH SCHOOL TRANSCRIPT EVALUATION	104
APPENDIX G: ORANGE COUNTY DEPARTMENT OF EDUCATION HIGH SCHOOL COURSE RECORD	106
APPENDIX H: THE PATH TO GRADUATION	108
APPENDIX I: STUDENT GOALS AND OBJECTIVES	110
APPENDIX J: MONTHLY PLANNING CALENDAR	113
APPENDIX K: ASSESSMENT REPORT	115
APPENDIX L: DAILY SCROLL	117
APPENDIX M: A TEACHER'S PRAYER	119
APPENDIX N: ESSENTIAL LIFE SKILLS COURSE CONTRACT	121
APPENDIX O: TEACHER RESOURCES	123
APPENDIX P: STUDENT RESOURCES	130
REFERENCES	135

CHAPTER ONE

INTRODUCTION

You must understand the whole of life, not just one little part of it.

That is why you must read, that is why you must look at the skies, that is why you must sing, and dance, and

write poems, and suffer, and understand, for all that is life.

---J. Krishnamurti---

"DISCOVER THE POWER WITHIN YOURSELF"

This simple, yet telling, message inside a fortune cookie summarized and solidified months of reflective reading, thought, and prayer about the direction of this research. A personal awareness of and connection to events and people placed in our paths, no matter how subtle these might be, can make all the difference in the direction that our individual path takes. That simple message, "DISCOVER THE POWER WITHIN YOURSELF," provided the basis for the purpose of this project: to develop and evaluate a model for transformative learning in the

context of a contractual learning setting with "at-risk" students.

Unfortunately, adults, myself included, and students too often fail to realize the power that we possess within ourselves. A spiritual blindness, a sort of disconnectedness with self, often prevents us from maximizing life events. The power that exists in both teacher and student needs to be discovered, harnessed, and used. Each day can provide both teacher and student the chance of a lifetime to live, to grow, and to expand horizons. Life is the curriculum; daily experiences and interactions with self and others are the impromptu lesson plans. An openness to this daily curriculum of continual learning throughout life is an exciting adventure not all choose to take. Yet I would hope to instill a lifelong love of learning in my students, build strength of character, and expand a growing awareness of the importance of family and community.

Teaching for many years in alternative settings, I regularly challenged myself to determine the best curriculum that would be meaningful and positively influence my young students who had not been successful in the traditional school setting. Even though my

students are not now incarcerated, they often seem imprisoned by false values created by the subcultures in which they choose to live. If "we're all doing time," according to Bo Lozoff's (1996) perspective, then assisting students to alter attitudes so they may be more able to positively enjoy the time allotted them is transformational education worthy of pursuit, not only for the betterment of each student, but also for the community as well.

In the contractual learning/independent study setting, possibilities for creating a transformative curriculum seem enhanced. Because most of the learning is self-directed, personal interests can be emphasized and personal choices can be made. Since these students are not confined by the traditional school day time limitations or boundary fences, they are more able to make community connections of various kinds. Students are also able to make significant connections with their designated teacher who can become counselor, guidance technician, career planner, parent, and friend.

In a traditional contractual learning setting, not only is there little cooperative effort between students on assigned tasks, but there are also few

inter-disciplinary or multi-disciplinary study opportunities. Students can become quickly bored with only textbook and paper and pencil type assignments week after week. Since students are generally responsible for their own learning either isolated at home or in our proffered study hall setting, they can easily disconnect from their assignments. Besides academic disconnectedness, additional challenges the adolescents I work with may encounter include reliance on drugs and alcohol, inability to communicate with parents, lack of motivation, intolerance of others, involvement in gangs, and little apparent concern for excellence or hard work. Could a curriculum become more meaningful with activities constructed allowing transformation to occur?

I also yearned for my students to exhibit quality craftsmanship and take pride in the presentation of their work. I hoped they could learn more about themselves--their skills, interests, and needs--by working on more personalized tasks. Allowing students choices would also help them develop a sense of ownership of the learning process (Horsch, Chen, & Nelson, 1999).

Multi-disciplinary and multi-modal tasks with an art emphasis, family and community connections, cooperative

groupings, and culture, history, and family traditions could be interwoven to encourage growth now and to promote a lifelong love of learning.

In order to determine the areas of greatest need, I generated a six question survey on teaching and learning for evaluation and input by other teachers, co-workers, parents, and students. Responses to some of these questions had already been offered by parents previous to this project; co-workers frequently challenge each other with best practices. The feedback received from this survey, itemized in chapter four, generally supported what was previously heard and helped drive my literature review.

In chapter two, Review of the Literature, I review the following topics: the importance of various relationships within the school setting; personalized, holistic learning options for meaningful and enriching experiences; and the transforming role of the arts and humanities. The review of the literature makes it clear that an open, risk-free environment in the classroom provides a place where learning can occur successfully because students feel good about themselves and about their ability to learn. Teacher-student relationship

building, teachers talking and listening to students, and teachers encouraging students to believe in themselves, provide meaningful and enriching experiences (Dillon, 1989). In chapter three, Design and Methodology, information about the ACCESS program and the processes for the initial survey, project, and evaluative questionnaire are shared. In chapter four, Results, curriculum ideas in the visual and performing arts, literature, writing, and miscellaneous skills are discussed, and assessment plans are presented. A final summary of this project, conclusions, and recommendations are discussed in chapter five.

There exists an abundance of information and resources on various curricula and their corresponding advocates, character education, spirituality in education, holistic education, empowering education, cooperative learning, how children learn and how they are smart, reclaiming at risk youth, temperaments, and learning styles. The list goes on and is added to each day. This abundance of intriguing and valuable literature presented a problem in that it became difficult at times to sort and manage, and then to include enough in the review without becoming redundant.

Before seriously considering the literature, a number of items must be defined for the purpose of understanding this research and the curriculum which follows.

- ACCESS: The Alternative, Community, and Correctional Education Schools and Services district within Orange County Department of Education.
- Alternative education: A wide variety of educational options provided by alternative schools.
- Alternative schools: Schools within the public school system with different educational philosophies, curricula, and instructional procedures offering alternatives to the regular classroom for the large population of students who cannot, for a variety of reasons, attend regular classes.
- Art: A process of doing or making using "some physical material, the body or something outside the body, with or without intervening tools, and with the view to production of

something visible, audible, or tangible"

(Dewey, 1934, p. 47).

- At-risk: A title given to youth who are hungry for love, unable to trust, and rejected by society. Characteristics might include irresponsibility, indifference, defiance, rebelliousness, and insecurity. These youth are generally self-centered, but often feel powerless and inadequate; they experience loss of purpose as well as fear of failure.
- Character/values education: The teaching, modeling, and creation of a moral, democratic classroom which encourages the value of learning and work, moral reflection, conflict resolution, and fosters caring beyond the classroom. *"Good character consists of knowing the good, desiring the good, and doing the good—habits of the mind, habits of the heart, and habits of action"* (Lickona, 1991, p. 51, emphasis in original).
- Contractual learning/independent study: An instructional procedure in an alternative

school setting where students sign contracts promising to complete course work at home and to attend weekly appointments with their teacher. This process provides the flexibility of home study and allows the opportunity for community connections through work experience and service learning.

- Courage: A character value that upholds "convictions and what is right and just. Courage is being assertive, tenacious, steadfast and resolute in facing challenges and social pressures." It is "resisting negative peer pressure and providing positive peer pressure." It is "being loyal to someone even though social popularity may dictate otherwise." It is "defending the rights of others" (Kilpatrick, 1992, p. 239).
- Experiential learning: A teaching approach that uses a great variety of real-life activities such as classroom demonstrations, projects, field trips, stories, metaphor, drama, and the

interaction of different subjects (Caine, Caine, & Crowell, 1994).

- Goal: An object or end that one strives to attain.
- Holistic education: A learning experience that insists on the total development of all levels of the human being--physical, emotional, social, intellectual, and spiritual. These have an existence other than as a mere sum of their parts.
- Integrative curriculum: A course of study that combines separate elements of the curriculum to provide a harmonious, interrelated whole.
- Interest-centered teaching: Incorporating students' interests into class assignments to develop their unique talents. Students exhibit concentrated effort and develop skills that can be transferred to other curricular areas (Lickona, 1991).
- Journal: A record of happenings similar to a diary which includes a variety of written and drawn entries and other "found" items. Journal

keeping is a tool for personal growth and change, for enriching the relationship with self and others, and for finding deeper meaning in life.

- Meditation: The act of deep, continued thought, reflection, pondering, or musing.
- Multi-disciplinary/multi-modal: A course of study composed of several specialized branches of learning, using a variety of methods to achieve a broader understanding.
- Non-routine problem: A question or situation, relevant to the community, class, or individual, which is proposed for solution(s). Active engagement and appropriate processing indicate significant learning has taken place.
- Spirituality/spiritual education: A perception of our oneness with everybody and everything and to act on this perception. This does not require any religious or moralistic belief. It is a relationship among and between people and the rest of nature (Moffett, 1994).

- Transformational education: A learning environment that allows for a positive change in the condition, nature, or character of students and the entire community.

So, now, the journey must begin:

The Chance of a Lifetime
an open door...
a free ticket to Anywhere
chances to explore
along the planned route
or experience discoveries off the highway

a pilgrimage
of mind, heart, and body
through endless time and space
never alone on the journey
to self

CHAPTER TWO

REVIEW OF THE LITERATURE

The wider your understanding of human nature, the biological processes, the history of individual living, the wider your knowledge of your own reactions, of your own potentials, the better you will practice and the better you will live.
---Milton Erickson---

Overview

The world is a looking glass and gives back to every man the reflection of his own face.
---William Makepeace Thackeray---

Alternative school settings offer different opportunities to the traditional classroom for a large population of students who cannot, for a variety of reasons, attend regular classes (Muse, 1998, p. 73). These students are most clearly in need of help from an educational system which, for many, has not been successful. Although some students have identifiable

special education needs or language barriers, others have demonstrated low achievement because of personal lives where drug use, crime, and gang involvement prevail. Others are teen mothers headed for lifelong public dependency, and still others are unusually bright, bored, and uninspired by traditional curriculum. A major complaint that students have is "...not that the work was too hard but that it was boring" (Glasser, 1990, p. 427). Many of these young people believe that they cannot succeed in school and are actively resisting the low-quality, standardized approach. At-risk students usually get attention in negative ways but "need to be accepted as they are and be given a fresh start" (Green & Vroff, 1989, p. 40).

Therefore, different techniques and approaches must be devised and developed to allow these alternative students a renewed opportunity for success; it is imperative that significant changes are adopted and implemented (Muse, 1998, p. 73): A positive difference is already built into the program in which I teach. Personalized connections between teacher, student, and family start almost immediately with enrollment interviews. Regular, continual, one-on-one involvement

and accountability allow connections to deepen. Yet, by themselves, these connections do not insure the type of outcomes this project envisions; that is, transformation of students through mental and spiritual growth using their interests and choices, cooperative learning, and specialized curriculum in the visual and performing arts, literature, writing, and life skills to promote a lifelong love of learning.

In this review of literature, I will identify the importance of various relationships within the school setting: teacher with student, teacher and student with family, and teacher and student with community. I will also review and summarize personalized, holistic learning options for meaningful and enriching experiences, and the transforming role of the arts and humanities. These are the topics generated by the initial survey and provide the guiding principles for this review.

Implementing customized learning centered on personal growth helps to deepen the teacher-student bond and removes "the assembly-line characteristics prevailing" in most schools (Muse, 1998, p. 74). This learning ultimately means spiritual development and "does more for 'at-risk' youth than anything else, because such

people may have low self-esteem, negative identifications, and little sense of personal power to make decisions and to realize intentions" (Moffett, 1994, p. 53). This individualized instruction, the development of a large number of curriculums, each designed and paced to the peculiar needs of a particular student, is now recognized by educators and researchers "as the single most effective teaching technique for students falling under the umbrella of at-risk" (Muse, 1998, p. 75). Further, a teacher of "incorrigible" students for 14 years found that a very high percentage of them needed "global tactual-kinesthetic experiences, high interest activities that seem real, require movement, and involve working with others" (Hodges, 1987, p. 122).

Since art programs have been able to positively affect student behavior, performance, and attitudes, not only in the art classroom but in other areas as well, an integrative art-based curriculum will be implemented. This tactual-kinesthetic curriculum will strengthen personal skills through a realization of a true sense of self, develop moral character through valuing the work ethic, and improve emotional intelligence through practicing self-control.

Holistic and Experiential Learning

Good for the body is the work of the
soul, and good for the soul is the
work of the body, and good for either
is the work of the other.

---Henry David Thoreau---

James Moffett (1994) summarized the history of
personalized, holistic, experiential learning. He wrote
that it

has been advocated, experimented with, and
sometimes implemented since at least the
eighteenth century, starting with Jean-Jacques
Rousseau, Johann Heinrich Pestalozzi, and
Friedrich Froebel, and continuing with the
American Transcendentalists, all of whom worked
frankly with a spiritual framework. It was
reintroduced later in their different ways by
Maria Montessori, Rudolf Steiner, and John
Dewey. Across these differences runs a strong
continuity that detractors always want to call
"romantic" but which amounts to an insistence
on the total growth of each person—physical,
emotional, social, intellectual, and spiritual.
(p. 8-9)

Noted modern educators and thinkers are promoting
renewed visions of what schooling can and should be.
Moffett challenges the school reform movement to take on
a more transformative mission by creating relevant
education that allows students to adapt to changes in

society and technology. He envisions decentralized community-learning networks that can be customized to serve the needs of learners of all ages, abilities, and backgrounds. Engaging students in real-world tasks can help promote individual responsibility, social awareness, and academic excellence.

Implementing or allowing significant changes to occur, whether school wide or within individuals, is not an easy task. Parker Palmer (1998) insistently asks us to recognize that our capacity to do good work springs from our recognition of who we are. We gain all the resources required to do difficult but meaningful work when we are firmly rooted in a true sense of self: recognizing our legitimate selfhood and cherishing our human heart as a source of good teaching and good learning. The "we" must refer to student, parent, teacher, and community since each of us is called to take on all these roles at various times for each other: teacher (or parent or community) as student and student as teacher. Palmer takes us on this inner journey to help us reconnect with our teaching vocation and with our students. He feels that we must take three interconnected paths--intellectual, emotional, and spiritual--in order to chart

our inner landscape fully. Palmer (1998) believes that "the most practical thing we can achieve in any kind of work is insight into what is happening inside us as we do it. The more familiar we are with our inner terrain, the more surefooted our teaching--and living--become" (p. 5). If we are not comfortable with who we are as individuals, then our capacity to educate is negligible since Palmer sees us guiding our students on their own inner journeys "toward more truthful ways of seeing and being in the world" (p. 6).

According to Palmer (1998), authentic teaching is an ongoing relational process of solitary and collective inquiry gradually refining the teacher in student and the student in teacher. Continuing to explore those interconnected paths guarantees coming closer to our destination of seeing, knowing, sharing, and belonging--to truth. Good teaching cannot be reduced to technique but comes from the identity and integrity of the teacher. The good teacher's capacity for connectedness is not held in methods but in the heart. The heart, in this case, takes on its ancient meaning: the heart is where the intellect, emotion, spirit, and will all converge. The

courage to teach, then, is to keep the heart open when it is asked to hold more than it is able.

Identity and integrity are more fundamental than technique. We, as teachers, must talk to each other about our inner lives and who we are as teachers, an often frightening task of revelation. Yet this will allow us to grow within ourselves and among one another expanding and clarifying our identity and integrity. Identity and integrity speak of what is real and true for us; this is who we are and this is what we need to share with our students. One difficult truth Palmer (1998) believes about education is that "...what we teach will never 'take' unless it connects with the inward, living core of our student' lives, with our students' inward teachers" (p. 31). A second truth, which he finds even more daunting, is that "we speak to the teacher within our students only when we are on speaking terms with the teacher within ourselves" (Palmer, 1998, p. 31). Palmer suggests the usual, familiar ways in attending to the voice within: solitude and silence, meditative reading, journal keeping, reflective walks, finding a friend who will listen, and learning as many ways as we can of "talking to ourselves."

Educational institutions and the academic culture seem intent on discouraging us from living connected lives. We must be aware of and resist the temptation of disconnectedness. We seem to be more easily overpowered because these outside structures are rooted in fear, the most compelling feature of our inner landscape. Teachers, as well as students, experience fear; the two together can paralyze education. Different kinds of fear must be faced, even to the extent of challenging us to change and to live our lives in new ways (Peck, 1987). Objectivism is a mode of learning that creates disconnections between teachers, their subjects, and their students because it is rooted in fear. It asks us to disconnect physically and emotionally from the thing we want to know, thereby keeping us from building relationships. Awareness of fear in ourselves is necessary before we can see it in our students. It is critical that we constantly re-evaluate our students' inner condition and teach to their fearful hearts, listening to their voices before they are even spoken. Co-creating with them, no matter what our ages, and helping them find a future we may never see, helps to close the gap between us, helps them on their way, while their energy and insights help to renew us. Knowing and

seeking relationships is always communal and will alter us. Fear may still be present, cutting us off from teaching and learning, yet the spiritual path provides the direction to transcend and reconnect, offering hope for encounters which will enrich our work and our lives.

Palmer (1998) believes that "things of the world call to us, and we are drawn to them--each of us to different things, as each is drawn to different friends" (p. 105). When we have heard them call and we respond, the subject calls us into its own selfhood. As we continue to connect and grow in these areas of interest, we can more readily acknowledge other talents and abilities--physical, emotional, and relational skills. Palmer claims that this acknowledgement is difficult for many of us, yet becoming more aware of our gifts enables us to teach from who we are, from our identity and integrity.

The next step is to move from our inner ground into the classroom, the community, and the larger world. When "we are in communion with ourselves" we are able to "find community with others. Community is an outward and visible sign of an inward and invisible grace, the flowing of personal identity and integrity into the world

of relationships" (Palmer, 1998, p. 90). Professional discourse and honest dialogue about our struggles and our successes should be an obligation for those who teach in order to enhance our professions and our selfhood. Palmer has been guided in his inquiry of the educational mission by an image of teaching he has held for years: "to teach is to create a space in which the community of truth is practiced" (1998, p. 90). A healthy school with a love of learning and learners in the pursuit of truth, a public mutuality, and improved relations with customers and more accountability to them, is a model of community where the educational mission of knowing, teaching, and learning, can be carried out.

Opportunities for effective written and oral or verbal and nonverbal communication, "the bedrock of all human relationships" (Peck, 1987, p. 258), therefore, must be provided and "should ultimately serve to lower or remove the walls and barriers of misunderstanding that unduly separate us human beings one from another (Peck, 1987, p. 257). When the walls disintegrate, reconciliation, love, harmony, and peace are created in families and communities, and within individuals. We move

away from excessive specialization to integration and integrity with the community.

The inner life of "great things," the subject seekers gather around, will not make sense until an inner life is developed and deepened (Kessler, 2000).

Individuals must first realize their own greatness before knowledge of the great things of the universe can occur.

A sense of the sacred needs to be cultivated. Living and learning are sacred activities, inviting us to a variety of experiences which may surprise us at times, but offer us joy as well. Thomas Lickona (1991) believes that "the first step for schools is to treat work as having moral importance and the work of learning as a moral activity that contributes to character development" (p. 212). His student objectives in the realm of work include:

- 1) An attitude of *valuing* the opportunity to learn --a commitment to make the most of one's education
- 2) The capacity for hard work, including the ability to delay gratification in pursuit of future goals
- 3) Persistence in the face of discouragement or failure
- 4) A public sense of work as affecting the lives of others
- 5) A concern for excellence--what Syracuse University professor Thomas Green calls "the conscience of craft." (p. 213, emphasis in original)

Daniel Goleman (1997) emphasizes that who we are is a reflection of our emotional intelligence, perhaps more important than our intelligence quotient. Factors that include self-control, self-awareness, empathy, zeal, persistence, and the ability to motivate oneself, are often ones that allow a person of modest intelligence to do well in the world. These abilities are called emotional intelligence, and they can be taught to children. Those "who lack self-control--suffer a moral deficiency: The ability to control impulse is the base of will and character" (p. xii). Neurological givens can curb emotional impulse, read another's innermost feelings, and handle relationships smoothly. Two moral stances for our time, therefore, are self-restraint and compassion, or empathy, the ability to read emotions in others.

Emotions are at the center of aptitudes for living (Goleman, 1997). These aptitudes can make some key differences in our lives: they can preserve relationships or, lacking these abilities, destroy relationships; they can allow for on-the-job success which is a new premium expected in the market place work force; they can provide

balance to protect our health or well-being, or promote toxic emotions that can put our physical health at risk.

We each have a genetic heritage which endows us with emotional elements that determine our temperament, yet temperament is not destiny (Goleman, 1997). The emotional lessons we learn at home and in school make us more adept or inept; childhood and adolescence are critical time periods for setting down the basic emotional habits that will govern our lives.

Deficiencies in emotional intelligence expand the risks children and adults face. These include depression, violence, eating disorders, and drug abuse. Schools can teach children emotional and social skills needed to keep lives on task. Since intellect works in concert with feeling (Palmer, 1998), students' emotions must be opened if we hope to open their minds.

Goleman (1997) also reveals disturbing data that today's children are more troubled emotionally than the previous generation; loneliness, depression, anger, nervousness, worry, impulsiveness, and aggressive behavior define youth worldwide. The emotional education of our youth has been left to chance, yet some innovative classrooms have initiated a new vision, bringing together

mind and heart to educate the whole student. Goleman (1997) "can foresee a day when education will routinely include inculcating essential human competencies such as self-awareness, self-control, and empathy, and the arts of listening, resolving conflicts, and cooperation" (p. xiv).

Renate and Geoffrey Caine (1994) agree with Palmer and Goleman in that learning and teaching must go beyond the usual narrow definitions and educational practices to integrate human behavior, perception, emotions, and physiology. Complexity, ambiguity, and uncertainty must be accepted in our interactions with students.

Meaningful and enriching experiences to encourage independent learning must be designed considering facts and theories about how the brain functions during learning, and how health, stress, and teaching approaches affect the brain and learning. Incorporating the principles of brain-based learning in the classroom environment can help unlock the potential of the human brain to learn: learning engages the entire physiology; we strive for acceptance and relationships; the search for meaning is innate and occurs through patterns of understanding in a relaxed, compassionate environment;

every brain simultaneously perceives and creates parts and wholes; learning involves focused attention and peripheral perception and conscious and unconscious processes; memory is organized in at least two ways; learning is developmental; complex learning is enhanced by challenge and inhibited by threat; every brain is uniquely organized. "Regrettably, most schools do not engage students in the reflection, inquiry, and critical thinking needed" (Caine & Caine, 1994, p. 19). Even though students receive much continuous input, it is "without realistic engagement in interactive experiences which may result in a generation that has access to a great deal of superficial information but has no deeper sense of how that information connects to ecological issues, a global economy, the quality of life, or even the joy of learning" (Caine & Caine, 1994, p. 19).

An important first step to ensure success in the educational setting is to "*appreciate that all the factors that influence our students also affect us and our development*" (Caine & Caine, 1994, p. 186, italics in original). Genuine and profound change in students, teachers, and schools is possible and, as Palmer (1998) agreed, networking, parental involvement, community

support, and a deep awareness of and connection to our own life experiences will help see that that change occurs.

The pilgrimage of individuals is addressed in *The Universal Schoolhouse* where learning is centered "on personal growth, which ultimately means spiritual development" (Moffett, 1994, p. xi). Students must now learn more than how to get a job and get ahead, but must be concerned about "planetary survival and human co-evolution" (Moffett, 1994, p. xii). Moffett argues that this personal growth and development must be central to learning since the solutions to public problems depend upon mature, enlightened individuals to insist on these solutions.

Students have often suffered from negative environments and, therefore, need to feel positive about themselves and need to know that they can have a good place in the world. Students and, ultimately, society will benefit if school can affect positive change nurturing self-esteem in a beneficial environment. "Creating a curative educational culture is in fact the only way they will ever learn the academic subjects" (Moffett, 1994, p. 61).

An educational system which "sponsors the quest for the nature, meaning, and purpose of life that underlies not only science, art, and philosophy but also the personal acts of everyday life" needs to be realized (Moffett, 1994, p. xiv). Moffett also believes that culture and consciousness should provide the dual focus for a new sort of education. Therefore, participation in community service is important for all students, as well as interaction with social agencies, and should be built into the educational system. Expanding personal awareness through these social means can transform the culture. "Just as only more fully developed individuals can avoid becoming part of problems like corruption, crime, addiction, pollution, unemployment, unwanted pregnancy, or unnecessary poor health, only the most holistic perspectives on learning will save education in time for it to save the society" (Moffett, 1994, p. xviii). We, as a community, have to consider these problems and handle them through integrative and holistic ways. The ultimate result of educational and social transformation is spiritual evolution. Moffett (1994) stresses even further that

Children who grow up sharing resources and knowledge, collaborating to realize common goals, helping and being helped, serving a community that gives them access to everything it has, and identifying across social boundaries will become empathic, compassionate adults. Also growing up empowered with choice and self-direction, convinced by this of their innate worth and capacity, they will feel their inner divinity, the highest form of self-esteem. (p. xix)

Allowing for personal choice and self-direction would indicate that our conformist education or state-set curriculum--teaching everybody the same things--is not the optimal path today. "Creating social coherence while fostering personal self-realization...requires an education tuned to human evolution, which is shifting...from ethnocentricity and exclusion to a cosmopolitan inclusion" (Moffett, 1994, p. 15).

Therefore, as people solo out from the herd mind --the race spirit, the group soul--they not only start to think for themselves and take responsibility for themselves, they enter on a personal spiritual path unique to each that nevertheless entails joining increasingly expansive memberships of humanity and nature. This is the root reason why self-development leads not to egoism but to empathy. (Moffett, 1994, p. 15-16)

To insure personal development, we must pose "questions about the nature of the world and the purpose of life" and these

should undergird education just as they underlie our routine activities. Consciously or not, the man in the street cries for meaning and purpose and will seek it in trivial or destructive ways if no framework exists through which to give significance to daily life. Education should make it possible to so continually and richly tie together experiences that making out in the world becomes the same as making out the world. (Moffett, 1994, p. 31)

Insisting that students grapple with ideas and behaviors perhaps never tried before allows them to learn more about what they want to do. Grappling "...presumes that the student has something to add to the story" and, "...when the questions become the students' own, so do the answers" (Sizer & Sizer, 1999, p. 187-188). As students connect with and interact with the world, their abilities to analyze, communicate, collaborate, and creatively solve problems must be fundamental goals that schools help improve. These are goals that serve business as well as other human endeavors. "The fact that schools have not fulfilled such fundamental goals owes principally to the subordination of personal development to nationalism and economics" (Moffett, 1994, p. 46). Yet it would seem that a renewed dedication to personal development must be reinstated since "...thinking hard--grappling--in an informed and careful way is the most

likely route to a principled and constructive life" and
"...the habit that is most likely to lead to
consequential scholarship and responsible adulthood"
(Sizer & Sizer, 1999, p. 190).

Arts and Humanities

Creativity is the most important
tool we have as a species.

---Matthew Fox---

As teachers, we attempt to empower students to reach potentials unthought of by individuals, to reach and surpass our fundamental goals. The expansion of creativity, relationships, and higher thinking skills among students can be achieved through the arts and humanities but, unfortunately, these have been pushed aside in many schools today because of budgetary concerns. Returning the arts and humanities to a place of status within the curriculum is beginning to take place and must continue since they are vital to personal development and to the learning of the other subjects, such as math and science. As artists, we attempt to free students to create, to change things, and to fit things together in new ways.

Helping students understand that making their lives and caring for family is hard daily work, but it is a creative process, according to Kent and Steward (1992), that is larger than the individual. We are all asked

to help make the countries of the world fit together in new ways. We begin this making, of course, in our own selves, our homes, our own country--but we can't stop there. To dream about painting and not also to work at it doesn't ever bring about a painting. To dream about creating a new world that is not teetering on the edge of total destruction and not to work at it doesn't make a peaceful world. So it is important that we are creative people working daily on the greater picture as well, bringing to it all our skills of imagination and making. We make this larger picture also with hard work daily, by specific actions. All our creative skills are needed to keep up this tremendous work. And we work on it so that we and our children may have a world in which to fulfill our reason for being here--which is to create.

There is energy in the creative process that belongs in the league of those energies which can uplift, unify, and harmonize all of us.

This energy, which we call 'making,' is the relating of parts to make a new whole. The result might be a painting, a symphony, a building. If the job is well done, the work of art gives us an experience of wholeness called ecstasy--a moment of rising above our feelings of separateness, competition, divisiveness....
(p. 4-5)

Moffett (1994) believes, too, that "The arts heal, increase awareness, and realize individuality, besides

developing the body and the mind. They should play a far more important role in public education than has ever been assigned them" (p. 72). And the arts--drawing, painting, and making things--are natural human activities that are acts of hope; we stop feeling overwhelmed by the troubles of the world as that hope grows (Kent & Steward, 1992).

When students create paintings, poetry, music, and dance, their range of experience is increased through exploring potentialities of life beyond the utilitarian. Their personal capacity is extended as well.

Artists consummate the free play of the child in a personal discipline that pushes back the boundaries of everyday experience. Both healing and art break open the ordinary through the extraordinary. In this and other ways, they share processes with spiritual disciplines, which in fact draw on healing and the arts for some of their methods. (Moffett, 1994, p. 73)

And

It isn't necessary to reduce art to therapy to point out the role that painting or dancing or writing has served in enabling both artists and amateurs to cope with wounds or handicaps, even when they could not in this way wholly triumph over them. Treatments that do not cure a condition can still improve a life and enable one to evolve. Child therapists use...painting as a means to diagnose and treat emotional disturbance. This parlays self-expression into self-understanding and self-correction. Practicing the arts helps prison inmates

utilize their sentences to get in touch with feelings and intuitions, find gratification in creation, experience their individual being, and reorient their view of themselves and the world. The arts are transpersonal media into which people can protect the deepest aspects of their unconscious being without scaring themselves, because the arts work obliquely and figuratively, through intuition. (Moffett, 1994, p. 73-74)

Maria Montessori (1989) said that "The real drawing teacher is the inner life, which of itself develops, attains refinement, and seeks irresistibly to be born into external existence in some empirical form" (p. 43). This need to portray our inner selves in some outward material form helps to further acknowledge and refine our self-awareness. "Once out there, in any case, we can regard this personal artifact as an object--offer it to others for response, embrace it, analyze it, rework or play further with it, or dismiss it and go on to something else" (Moffett, 1994, p. 74).

Rudolf Steiner (1964) created the Waldorf schools and made the arts paramount. "Artistry arises always and only through a relation to the spiritual," he wrote. "It was out of a spirit-attuned state that the artistic urge proceeded. And this relation to the spiritual world will

be, forever, the prerequisite for genuine creativity" (p. 27).

John Dewey (1934) made the case for art as experience, saying that

A work of art elicits and accentuates this quality of being a whole and of belonging to the larger, all-inclusive whole which is the universe in which we live. This fact, I think, is the explanation of that feeling of exquisite intelligibility and clarity we have in the presence of an object that is experienced with esthetic intensity. It explains also the religious feeling that accompanies intense esthetic perception. We are, as it were, introduced into a world beyond the world which is nevertheless the deeper reality of the world in which we live our ordinary experiences. We are carried out beyond ourselves to find ourselves. (p. 195)

Art is a universal language with symbols created that are able to travel throughout the world ignoring national boundaries. Art seems to ignore any internal boundary of intelligence as well. According to psychologist Howard Gardner (1993), there is no separate artistic intelligence in his theory of multiple intelligences (language, logical-mathematical, spatial, musical, kinesthetic, interpersonal, intrapersonal, natural, and spiritual), but that each can be directed towards an artistic end.

Since art is infused in all of Gardner's identified intelligences, art plays a serious role in the modes of knowing as a basis for learning. Moffett (1994) agrees that

Art is the natural medium of growth for learning everything. It is not only the best avenue to avocations, vocations, and the so-called academic subjects, but, more than anything except spiritual disciplines themselves, the arts develop the whole person, precisely because they deal at once with correlated forms of feeling, thought, and nature. (p. 77-78)

Summary

Children's needs are best met by
grown-ups whose needs are met.

---Jean Clark---

The art of teaching, therefore, is based on creatively juxtaposing many perspectives and resisting formulas. Teachers must pose questions, build units, and suggest assessment performance guidelines that aid the majority of students to achieve deep understandings of the topic.

The ultimate reward for the pursuit of disciplines should be the enlarged capacity to answer major questions of human life. Students first need to feel comfortable

with an intellectual core of ideas and possess the ability to approach the world in more than one way. This understanding pathway that highlights the arts may not be successful for all individuals. Yet effective teachers have a sense of what they want to achieve and how to get there. Effective teachers must role model this pathway of exploration, making decisions or revising them when necessary. Effective teachers must be authentic leaders willing to discuss goals of education, revisiting them, and refashioning them when needed, and able to seek out alternate routes. The effective teacher must articulate the vision and encourage associates to question, to explore, and to be flexible. As much as possible, teachers should participate in the same type of learning that is desired of the student (Gardner, 1999; Glasser, 1990).

These principle themes found in this literature review reiterate and qualify the opinions and concerns generated by the initial survey. Our understanding pathway has come full circle. The art of self-discovery must continually evolve, returning often to the starting point and heading out, again, on successive adventures of deeper awareness.

CHAPTER THREE

DESIGN AND METHODOLOGY

Develop your own technique. Don't try
to use somebody else's technique...

Don't try to imitate my voice or
cadence. Just discover your own. Be
your own natural self. It's the
individual responding to the
individual.

---Milton Erickson---

This project concerns my work with the ACCESS
division of the Orange County Department of Education.
OCDE provides year-round educational options to diverse
student populations referred by local school districts,
probation, or social services. Alternative education
options include the South County Community School where I
have worked with contractual learning students for six of
my more than 16 years in ACCESS.

The student population consists of both male and
female students in grades 6-12. They may enter the
program at any time during the year and remain in the
program until sufficient credits are earned to return to

their home district or expulsion limitations are met. Parents may also decide to continue student enrollment through graduation.

Students focus on academic and social tasks designed to promote a successful educational experience and foster their development into healthy, productive members of society while enrolled in our ACCESS program. For many of these students, most of whom are considered "at-risk," this program is their last opportunity to achieve this goal.

How can integrative curricular opportunities based on self-discovery meet the needs of high school students in this alternative school setting? This has been a long-standing personal concern that initiated this study and subsequent project. In order to consider the worthiness of this topic, a survey was created and disseminated. The results validated further research and planning. A review of the literature ensued, curricular ideas were planned and implemented, and a questionnaire was used to evaluate the process. In the rest of this chapter, I outline the specifics of the methodology.

Survey

In order to determine perceived areas of educational need for my students, a survey was used to generate responses from other teachers, co-workers, parents, and students. After my consideration of several questions to use in this survey, six staff members met and were asked to consider these options, offer new questions, and decide upon the final questions to be used. The following six basic questions were used; the resulting data from selected staff, parents, and students, was organized and is reported in chapter four.

1. What are your values or belief systems about learning and the purpose of school?
2. What do students need to learn?
3. How does learning occur?
4. What alternative methods can be used in the public education setting?
5. What does a classroom look like where effective teaching and motivate, meaningful learning occurs?
6. How do students look as they emerge from secondary education?

Some of the responses to this survey had been offered by parents previous to this more formal inquiry. Parents shared concerns for a child who was uninterested in, or even hated, school, or saw no need for an education, or was unmotivated to fulfill the requirements especially when months or years behind in credits. Most of the responses were predicted and supported the direction this project took.

Review of the Literature

Using the information gained from this survey, my research examined literature identifying alternative methods of coming to a deeper understanding of one's physical, mental, and spiritual self. In the review, I explored the following major topics: the importance of various relationships within the school setting; personalized, holistic learning options for meaningful and enriching experiences; and the transforming role of the arts and humanities.

Then using both the results of the survey and the review of the literature, a carefully planned process was designed and implemented in order to maximize each student's success in the alternative education setting.

This process starts with an introduction for both the student and parent(s) during their first meeting with me.

Questionnaire

After implementing the new, more detailed format for the initial meeting with student and parent and the subsequent assignments, a short questionnaire was generated in order to evaluate the effectiveness of the process and given to each student upon finishing a task. Students simply answer the first ten questions with a "yes" or "no." They may add comments if desired; the final question requires a short response. The parent was also invited to discuss these questions with the student:

- 1) ___ Were you able to help select or alter any
 of the tasks?
- 2) ___ Did you understand the task or have time to
 discuss it or clarify it with your teacher?
- 3) ___ Were you able to get help, if needed?
- 4) ___ Did you receive support and encouragement?
- 5) ___ Was the task interesting or meaningful?
- 6) ___ Was the task challenging?
- 7) ___ Did you feel successful?
- 8) ___ Was enough time given to finish the task?

- 9) ___ Were you involved with the evaluation?
- 10) ___ Would you recommend this project?

Which tasks have you found most enjoyable or
most useful? _____

Why? _____

Other qualitative methods to analyze program
effectiveness included open-ended interviews with
students or parents, phone conversations with parents,
attendance records, and work samples.

CHAPTER FOUR

RESULTS

Man's main task in life is to give birth to himself, to become what he potentially is. The most important product of his effort is his own personality.

---Erich Fromm---

Overview

Know thyself.

---Aristotle---

Using the information about teaching and learning generated from the initial six question survey and from the literature review, presented in chapter two, a carefully planned educational process was designed and implemented in order to maximize each student's success in this alternative setting. The devised process is explained in this first overview section following the results of the survey and the identified principles which guided the development of the process. The sections following this overview will provide educators with lesson ideas in the visual and performing arts,

literature, writing, and in a variety of additional tasks grouped together in the section named miscellaneous skills. The assessment section of this chapter explores assessment opportunities. The final summary section lists student responses to the evaluation questionnaire and qualitative responses from parents and students. Appendices are noted where applicable.

The ideas and opinions, generated as a result of the six question survey given to teachers, co-workers, parents, and students, were carefully considered and used to drive the literature review. The survey questions are repeated here followed by the responses.

1. What are your values or belief systems about learning and the purpose of school?
 - traditional and vocational education is critical for success
 - all students can learn
 - school and learning should be fun and not boring
 - teachers, parents, students, peers, and the community must show care and

compassion and are responsible for
learning

- each student's personal values and culture are important to the educational process
- connection between school curriculum and "real" life is important

2. What do students need to learn?

- that school and learning is important and success is attainable
- the designated curriculum to fulfill state requirements for graduation
- real life skills, especially improved study skills, are needed for success now and after graduation
- skills are needed to successfully transition to higher education or into the job market
- the importance of improved character traits

3. How does learning occur?

- through effective teachers and motivated students who share rich interactions

- through meaningful tasks
 - through more communication and discussion among the educational team which includes teacher, parent, student, administration, and community
 - through more group work, activities, and field trips
4. What alternative methods can be used in the public education setting?
- teacher and student working together to create specific learning plans based on needs, interests, and background
 - student with the same teacher for several years can build significant relationship of understanding and trust
 - student and parent can receive regular, consistent feedback
 - student may concentrate on just one or two classes at a time
 - students may illustrate learning and growth in ways other than traditional testing

- students and parents can be involved with assessment using a variety of techniques
5. What does a classroom look like where effective teaching and motivated, meaningful learning occurs?
- a risk-free environment which encourages discussion and appreciates the student's voice
 - teacher is not in the usual teacher-in-control role but allows the student to assist with class decisions and topics
 - teacher varies tasks based on the cognitive and affective needs of each student
6. How do students look as they emerge from secondary education?
- students need to be capable, confident, self-reliant, independent, and responsible
 - students need to be able to successfully transition to higher education or job

- students believe that what they have done and will do makes a difference
- students have learned practical principles and follow through with daily commitments
- students know their purpose in life and set goals to achieve it
- students are motivated to keep striving toward dreams
- students are aware that learning does not end with graduation but is a life-long journey that allows time to grow to maximum potential

Based on these survey results and the review of literature, the following principles were identified to guide the development of the curricular process:

1. Provide a risk-free environment that allows meaningful student input.

Students will be able to share needs and concerns in this environment, build a trusting relationship with the teacher, work together one-on-one, and concentrate on meaningful tasks that reflect their personal requirements and values.

2. Provide personalized, holistic learning that integrates the arts in a meaningful way.

Customized, integrative learning based on personal growth will continue to strengthen the teacher-student bond and improve feelings of self-worth. Emphasizing the arts and humanities also promotes a true sense of self, develops moral character, and improves emotional intelligence.

3. Provide opportunities that improve study skills and transition skills.

Students are given regular opportunities to enhance study skills that increase school success. Time management, organization of school materials, presentation of finished work, and evaluation of completed tasks help insure a satisfactory transition to continuing education or career.

The detailed process starts with an introduction for both student and parent(s) during their first meeting with me. This welcoming meeting uses a power point presentation (Appendix A: Power Point Welcome) to introduce the staff, our value and mission statements, the day school and contract learning program options,

broad curriculum choices, and the unique program dynamics.

A short, but important, section of the California Education Code (Appendix B), reviewed next, emphasizes the importance of providing educational programs which promote ethics and civic values.

Teacher, student, and parents review the Expected Student Learning Results (ESLRs) for ACCESS (Appendix C), paying particular attention to the items which are the current emphasis; student and teacher sign the form which is kept in the student's folder, and a copy is given to the student. The next form, ACCESS Individualized Learning Plan (Appendix D), is discussed and completed. This plan helps the student identify what behaviors are needed for success while in the ACCESS program as well as steps needed to transition successfully after leaving ACCESS. Each student also identifies an educational goal, vocational goal, and life skills goal, the person(s) responsible for each, and two strategies to achieve each goal. This form is also signed and kept in the student folder and a copy is given to the student. As a result of identifying and listing these goals, discussion follows about any perceived needs and concerns (e.g.: strengths,

weaknesses, interests, talents) the parent or student may have that would help or hinder the student achieving these goals.

Student behavioral and curricular expectations, outlined in Appendix E, are kept simple and uncomplicated so that the student might feel less encumbered with the typical long list of rules and regulations, but feel a more personal, responsible, and mature commitment to them.

The information on the ACCESS High School Transcript Evaluation (Appendix F), showing the student's earned credits and the required credits yet to be earned, is used to complete either the OCDE High School Course Record (Appendix G) or The Path to Graduation form (Appendix H). The OCDE High School Course Record, created by this teacher, is used if the new student has few high school credits; The Path to Graduation, created by a co-worker, is used for those students who prefer a simpler guide or are closer to graduation. Both forms offer a more visual representation of credits by grade level; the student maintains and keeps the selected form.

Once the transcript evaluation is completed, the needed classes can be determined and listed on the

Student Goals and Objectives form (Appendix I). Each form covers a six-month period, January through June or July through December, and corresponds with the timeline for each semester. The courses, course numbers, and books used are listed in the first, vertical column on the left. Each narrow vertical column represents one week; very brief information is listed there including book title, chapters, lesson, or pages. This form allows for ease in determining the allowable number of classes, the time frame for each class, and the progress being made. Calculations to determine the student's expected date of graduation from ACCESS or return to district of residence are made on the back of the first goal chart allowing for easy reference when additional goal charts are placed on top.

Detailed requirements for each assignment listed on the goal chart are written on the weekly assignment record and given to the student; the original is kept in the student folder. Each weekly assignment is divided into daily increments of work and written on The Monthly Planning Calendar (Appendix J) by the teacher or by the student.

Although grades for completed work are put on each weekly assignment sheet, a parent or probation officer can request an Assessment Report (Appendix K) weekly or at regular intervals.

Two inspirational readings, The Daily Scroll (Appendix L) and A Teacher's Prayer (Appendix M), are read with and given to the student to encourage and to motivate. Both are also prominently displayed in the classroom to emphasize student as teacher and teacher as student. Hard copies of these readings and all the previously mentioned forms (Appendix A through Appendix M) are sent home for review and easy reference.

Before the parent(s) leave this introductory meeting, the importance of renewed parental involvement is emphasized. Parents are encouraged to consistently monitor student study skills and progress. Parents are also invited to contact the teacher personally or by phone or e-mail if any questions or concerns arise, or if there is any pertinent information that could affect the student's learning plan. Parents may also request a conference with any or all of the learning team for further assistance.

The student is assigned coursework to begin earning credits immediately in deficient core classes. During these first few weeks a variety of student assessments are completed that identify reading, language, and math levels and provide detailed ideas for correcting areas of concern. Personality, learning style, emotional intelligence, and job aptitude inventories are also completed, as well as a questionnaire in which the student begins to share self and family and further identifies personal skills, interests, strengths, and weaknesses.

Most students coming to our alternative school setting are lacking credits; many of these deficient credits are in elective subjects. Since there are limited elective offerings at this time, adding more elective courses to address physical, mental, and spiritual self-discovery through the arts would provide a larger selection for the students. Courses can be designed for 2.5 or 5.0 credits each and take up to six months to complete if taken in concurrence with other subjects. In order to implement this desired curriculum immediately, an existing course contract entitled Essential Life Skills (Appendix N) is used with additional objectives

listed as necessary. The desired goal of this course is self-discovery, strength of character, and conscience of craft, achieved through a variety of multi-disciplinary and multi-modal tasks with an art emphasis. These areas include, but are not limited to, visual and performing arts, reading, writing, family history, computer technology, and community service. Since students learn best when they take ownership for their learning, they are free to choose a certain number of tasks from each area, or negotiate tasks of their own design, so that all work is challenging, meaningful, invigorating, and embedded in experience (Crowell, Caine, & Caine, 1998). Adaptations can be made during the length of the course to make the tasks more personalized or to incorporate new interests or discoveries.

Teacher resources for curricular assistance in the visual and performing arts, literature, writing, and in the miscellaneous skills, as well as for personal growth and support, can be found in Appendix O; student resources for support or as classroom texts can be found in Appendix P.

The materials for these class options must be well organized to meet the needs of students with varying

skill levels and different learning styles. The projects must build on what the students already know so that they are able to progress through successes and not be exposed to unnecessary failures or frustrations (Armstrong, 1987). The scope, sequence, and performance objectives must be identified and in place. To further insure student success, directions for each task must be written clearly and in sequential order, using phrases or simple sentences. Bold text, underlining, or highlighting can be used to emphasize more important items. Each appointment also allows time for the teacher and student to discuss the task, identify possible difficulties, share ideas, and analyze samples created by other students or by the teacher.

A good management system is not only critical for student success but also to fulfill state mandates. The diagnostic procedures mentioned previously for class placement, effective record keeping devices, carefully written directions, and assessment are reviewed regularly to make refinements as needed.

Visual and Performing Arts

The voyage of discovery lies not in
finding new landscapes, but
in having new eyes.
---Marcel Proust---

Students can experience increased self-awareness, improved communication skills and conflict resolution, and enhanced self-esteem through the creative arts (Levi & Smith, 1991). No previous art skill is necessary since all techniques will be thoroughly explained and supported with written materials, providing an opportunity for risk without failure. While exploring feelings and life experiences in a safe, tangible manner, students will be able to see themselves more capable of thinking, problem solving, and learning through analogy.

Activities for self-cultivation and self-awareness are chosen from a wide variety of art, craft, dance, drama, music, or movement projects. Some opportunities for creating typical or more subtle self-portraits include:

- two-dimensional "kaleidoscope" including the student's name and personal identifiers

- papier-mâché mask, mirror, or frame
- motivational quotes styled in decorative lettering
- clay "identity" container
- personal artifact box
- collage/assemblage or altered book
- self-portrait "doll" using a choice of materials
- story quilt
- self-portrait in pencil, ink, paint, or a combination of these
- dramatic skit or reading integrating one of the above pieces of art
- interpretive dance including creative costume change and music
- musical instrument constructed from found materials; composed piece performed
- adapted or new vehicle design which defines student
- "refinish" a shoe to identify, reveal self
- tessellation design using first or last initial

Other visual art options include working in fabric, mosaic, photography, fashion, or advertising, often using found or recycled materials.

Short-term assignments at times awaken a passion for learning and are often translated into long term, on-going projects which necessitate discipline and hard work. Not only do these projects emphasize discovery, personal growth, and insights into self-identity issues, they also require connections with family and community and careful craftsmanship.

Literature

After all manner of professors have
done their best for us, the place we
are to get knowledge is in books. The
true University of these days is a
collection of books.

---Thomas Carlyle---

Students self-select readings from a list of teacher provided options chosen to enlighten and define, to expand yet unite their world, and to help them discover the sacred in everyday life (Ghiselin, 1952). Parents are encouraged to join the student in the reading experience

either by reading aloud, sharing their own reading, or reading the same book or a different book along with the student. Students have a greater chance to learn to love reading and, at the same time, improve basic listening, reading, writing, and thinking skills if they are read to or through the teacher's role modeling. Consistent, regular reading guarantees continued improvement in these skills as well as in writing complexity, vocabulary development, grammar, spelling, oral language ability, attitude toward school, and self-esteem. Well-chosen readings can offer assistance in recognizing meaning through encounters with people, places, and nature, and through activities and relationships. Opportunities are provided the student to go beyond the reading, to think about what they hear, to talk about ideas, and to write in response.

Reflecting on their reading, students are allowed to write traditional reports but are encouraged to use authentic writing, freely choosing the topic to discuss and presented in any number of creative ways:

- double entry journal with the book passages copied on the left side of the journal and a reaction on the right side
- literature log wherein thoughts, predictions, and questions are recorded before, during, and after reading
- found poetry which uses and rearranges the author's words to summarize, interpret, or emphasize
- story map, collage, or a combination of the two
- Venn diagram showing the similarities and differences between the book's character and themselves
- letter writing to the book's character(s) or to the author
- reflection on significant quotes from a book or books

Readings include biographies, autobiographies, family histories and sagas of people who exhibit strength of character and adherence to a positive value system. Others deal with contemporary issues and problems faced by teens. Still others are world culture stories and

legends, poetry, self-help, informative, reflective, or meditative. Books are added to the suggested reading lists regularly with recommendations made by students, parents, and community. A few of the current considerations include *Anne Frank: The Diary of a Young Girl*, *Zlata's Diary*, *Roots*, *Rain of Gold*, *Go Ask Alice*, *Rules of the Road*, *the me nobody knew*, *Ophelia Speaks*, *Chinese Cinderella*, *Funny in Farsi*, *The Book of Virtues*, *Chicken Soup for the Teenage Soul*, and *The 7 Habits of Highly Effective Teens*.

Writing

My life in writing, or my life as a writer, comes to me as two parts, like two rivers that blend. One part is easy to tell: the times, the events, the places, the people. The other part is mysterious; it is my thoughts, the flow of my inner life, the reveries and impulses that never get known -- perhaps even to me.

---William Stafford---

Many of our students have poor writing skills since they have experienced a lack of consistency in their schooling or have become tired of responding to the same boring topics, yet the potential to write is within each student. In order to reveal the writer, to improve skills, and to grow in self-awareness, a variety of writing formats is used to entice even the most reluctant student. Parents are again encouraged to support student learning by role modeling the writing process, perhaps with an interactive journal to share compliments, news, or memories. Daily writing practice can improve self-esteem, performance in other classes, and family relationships.

The informative writing (non-fiction) opportunities open the doors for students to explore non-fiction domains on their own that lie outside the traditional language arts curriculum. This approach lends itself to differentiated instruction so that even limited English students can achieve proficiency at the appropriate level. Writing options include:

- autobiographical sketches and life maps with an emphasis on family traditions, cultures, and recorded oral history
- journaling of daily thoughts, meditations, goals, dreams
- reflections on the intent, process, outcome, or meaning of one or more of their art projects
- responses to directed topics, including "The Last Christmas Tree on the Lot," "What Freedom Means to Me," or "Hug a Tree"
- poetry such as acrostics, found poems, "I Am" poem, or blank verse
- "friend wanted" and "friend offered" ads which describe the qualities desired in a friend and the qualities brought to a friendship
- resumes
- advertisements

Students are encouraged to write knowing that there are no right or wrong answers since responses are based on their own feelings and experiences, their own life. They can write to please themselves, using their own ideas and imagination, make choices, and experiment. They

can find their own unique voice and what they can contribute to the world. Writing gives them a place to express a variety of feelings, allowing healing and joy. Communicating happenings and situations that have something to do with their life will eliminate the usual boredom or difficulty writing typically generates.

The writing is evaluated and students edit and revise their writing as much as necessary to achieve a high level of proficiency. Final summative activities might include:

- expanding a story or journal entry
- creating a table of contents for their journal or writing a self-evaluation of entries
- writing a summary and reflection of all personal writing for the course
- computer generated or hand decorated finished work
- bind work in student-made books
- transfer writing to three-dimensional object which further defines the work
- gather and publish student work in a school newspaper

For those students who are motivated to pursue writing after leaving the classroom, finding and meeting regularly with a mentor will continue to encourage, give hope, and provide honest feedback. Potential writers will ultimately develop their own internal mentor as they continue to write, enroll in other writing classes, or attend author readings at local bookstores.

Miscellaneous Skills

Only when one is connected to one's own core is one connected to others.

And, for me, the core, the inner spring, can best be found through solitude.

---Anne Morrow Lindbergh---

A variety of additional tasks to help students further self-understanding, promote social and emotional growth, strengthen family bonds, and extend community involvement are offered. Many of these tasks are expanded as students reflect more deeply on their interests, hobbies, career and personal goals, and after some of the initial, more guided tasks are completed. Teacher and

student together can plan and implement coursework earning additional elective credits.

Furthering self-understanding, students will be encouraged to:

- increase knowledge of and use their preferred learning style
- consider how their natural talents, interests, and hobbies can be used to increase knowledge in all subjects
- improve study skills and research skills, note taking and outlining, organization of and presentation of work, and handwriting
- expand computer skills, especially in word processing, power point, and research
- explore career options based upon the results of their job aptitude survey
- plan for the future, considering transition back to traditional school or to post-secondary education, and investigating job options and career path

Promoting social and emotional growth, students will be challenged to:

- improve speaking and communication skills, interpersonal skills, and conflict resolution skills
- strengthen character, especially responsibility, trust, and teamwork
- meditate and reflect in a favorite locale in order to lower stress and discover their own life metaphor
- initiate a walking program or other exercise program to provide physical benefits and to enrich mentally, emotionally, and spiritually

Strengthening family bonds, students will be asked

to:

- invite a parent to join in their walking program allowing an opportunity to renew vital communication
- research additional family history by interviewing relatives and friends and taping, video recording, or writing the family stories, and completing a family tree
- share educational and recreational field trips with family

Expanding community involvement, students are given the opportunity to:

- volunteer in various programs to appreciate diversity and strengthen civic activism
- take field trips to performances and presentations, museums, businesses, and colleges
- invite active or retired professionals into the classroom to share experiences
- write to pen pals in foreign countries or in the States to appreciate cultural and regional differences

Providing these opportunities for students will assist them to show more responsibility to self, family, and the community now. These activities will, hopefully, awaken in them an appreciation to continue similar behaviors as adults.

Assessment

What the caterpillar calls the end of
the world, the master calls a
butterfly.

---Richard Bach---

Providing a wide array of tasks and activities allows for individual preferences, talents, and skills until more self-confidence is gained. The tasks offered are not intended to be done in exclusion of other tasks on the menu, but rather worked on in an integrative, unifying, and harmonizing whole. In that way, many personalized combinations of tasks are possible; an extended length of time to insure a more lasting change is possible, and allowing two or more students to work cooperatively on a task is indeed possible. A more interactive way of learning, these performance tasks motivate students to work at a higher level of achievement (O'Neill, 1996).

Completed assignments could result in a portfolio, dramatic performance, exhibition, bound book of writings, power point presentation, construction, experiment, test, or any of the other more traditional methods. Scoring guides and rubrics that convey the attributes of a quality performance, and distinctions that separate lesser work, are provided to the student before the assignment is started. Students are familiar with the criteria from the time the task is assigned and can self-check as they work. Instead of grading student work

in the typical fashion without student input, the student is included in a critique, presentation, or discussion. The assessment itself is an information device, not used to categorize students, but used as part of the learning process for growth ("Grading Performance Assessments," 1996). Both teacher and student can refer to the rubric to determine deficiencies, or how additional instruction or student practice could improve the work. Whenever feasible, the student's activities would be self-checking so that the student could assume much of the responsibility of the evaluation. Students can continue to feel ownership when allowed to help make the decisions. Parents or other staff members, time permitting, are welcome additions to the assessment process.

Following the scoring guide or rubric, evaluation is based on authenticity, academic rigor, applied learning, and craftsmanship. Further evidence of the student's personal growth and development can be detected in any of the following:

- attitudinal change
- emotional stability

- love of reading and learning
- enthusiastic school attendance
- freedom from negative sub-culture influences
- healthier relationships with peers, family, teacher, and community
- strength of character (e. g.: self-control, empathy, cooperation, persistence, conflict resolution)

Although the student is involved in the evaluation process, it is still the responsibility of the teacher to make the final assessment and complete record-keeping tasks, recording progress and areas of concern. If the weekly assignment or final contract is not completed in a satisfactory manner, the teacher and student determine reasons for this lack of success. The work is either reassigned or renegotiated, and a renewed commitment to complete the work is made.

Students' progress, interim and final grades, new tasks, and goals are discussed at each scheduled meeting and, though grades are written on weekly assignment sheets, parents do not always see these. Since ongoing communication between school and home is critical,

parents know that they can have personal contact with the teacher whenever needed. Phone calls, notes, emails, quick visits or arranged conferences provide updates and clarify any concerns. "Frequent, meaningful communication leads to a better rapport between teachers and parents and helps both parties understand how best to promote the children's academic learning and social/emotional development" (Horsch, Chen, & Nelson, 1999, p. 225).

While students journey through the tasks of their choice, teacher-generated creations can be shared with them in order to encourage, motivate, and allow them a further awareness and connection to the teacher. As each student travels his journey, the emancipatory imperatives of self-empowerment and social transformation become more evident. A deeper understanding of the physical, mental, and spiritual self continues to emerge as the community of involvement grows, self-esteem blossoms, and renewed hope sustains.

Summary

He who conquers others is strong; he
who conquers himself is mighty.

---Lao Tzu---

After implementing the new, more detailed format for the initial meeting with student and parent(s), and in order to evaluate the effectiveness of this initial meeting and the subsequent assignments, a short questionnaire was generated and given to each student upon finishing a task. Students simply answer the first ten questions with a "yes" or "no." They may add comments if desired; the final question requires a short response. The parent was also invited to discuss these questions with the student:

The majority of the students answered "yes" to most of the questions; help generally was not needed if the assignment was understood. The amount of time needed to complete the task was appropriate if students managed their daily work accordingly and did not procrastinate. The final short responses, although providing a wide range of opinion, were valuable for determining adaptations needed to improve projects or directions given. Favorite projects, personalized and hands-on, included the kaleidoscope, tessellation, sewing, found poetry, creative writing prompts, and a few of the literature options. It was especially encouraging to

overhear students recommend a project or a book to other students.

Included here are classroom observations and a representative sample of responses from parents or students:

- positive attitude change
- more careful craftsmanship
- enthusiasm about school
- new interest in reading
- more honesty and fewer excuses
- desire to extend project or work on extra tasks
- students engaged in cooperative groupings
- siblings or friends of current or former students enroll in program
- graduated students return to visit, send notes, or call
- "May I read book four even though it's not required for the class?"
- "This is the first time I've seen my son read a book in all his high school years!"
- "I just want to thank you for all the help you give me..."

- "Thank you so much for taking the time to write a letter of recommendation for me. I really appreciate your support and hope to become an asset to my boss."
- "A teacher is a gift, and you have been the best of all."
- "I am writing to tell you it was fun being one of your students through my magical journey of education. I have learned so much being with you. You are a great person and your students are privileged to have you teach them and guide them. I just wanted to say thank you for being there and most of all thank you for being my teacher."
- "I really enjoyed having you as my teacher for the end of my high school career. You really got me into reading which is something that no other teacher could do, and I will have that for the rest of my life. I also enjoyed talking with you at our weekly meetings, which sometimes went on for a couple of hours! I will definitely write you when I go away so we can

stay in touch. I am sure that you reach and inspire other students as well, which is a special quality and gift that you have. I'll miss our weekly meetings."

- "My daughter has learned more in the two years with Mary than all the years in public school. Mary has such a way with kids that fall through the cracks in our school system. My daughter, my husband, and I cannot begin to say what Mary and all her help means to us and to our daughter's education. I thank God every day that we found Mary. Again I can't stress enough what she and her teaching skills mean to us."
- "Thank you so much to my parents, family, friends, teachers, and all of you for giving me this graduation day memory. I shall treasure it always."
- "I learned more than reading, writing, and math at this school. I learned self-discipline. I learned about taking responsibility. I learned to take care of business and finish what I start...I'm never going to forget the teachers

here and all of the things I've learned that will help me in the future."

- "So many of us come to ACCESS as a last resort -- not fitting in at other schools or feeling that traditional school was not working for us. My class here was relaxed and comfortable, yet I was held accountable; individualized, but not isolated; supported, but not smothered..."
- "You were the first school that took my goals seriously. You nurtured my educational needs when my other schools never had the time for me. Thank you for having a program that gave me the opportunity to succeed."
- "Before attending this school, I didn't understand myself or believe in the importance of a high school education. I didn't care about school or my future."

There were no final responses judged negative. Since parent(s) and teacher are able to contact each other regularly, constant appraisal of the student's progress is insured. Students as well are encouraged to verbalize

any concerns so that changes can be made to the program to maximize learning and provide a positive experience.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Trust in what you love, continue to do it, and it will take you where you need to go. And don't worry too much about security. You will eventually have a deep security when you begin to do what you want.

---Natalie Goldberg---

"DISCOVER THE POWER WITHIN YOURSELF"

This was the fortune cookie message that reaffirmed the direction of this research and project. The principle themes repeated throughout this work were first suggested by the survey and reconfirmed by the literature review. A holistic education based on self-discovery, teacher-student-community relationship building, and meaningful experiences using the arts and humanities in a risk-free environment were recommended for students who had not been successful in the traditional school setting. Since this alternative education program is often the student's last chance for school success, it was imperative to develop a model for transformative

learning to maximize success in school and instill a love for lifelong learning.

The six question survey was created and distributed to teachers, co-workers, parents, and students. The responses from this survey, detailed in chapter four, and the ideas and information from the literature review, recorded in chapter two, were carefully considered to organize a process used with each new student and to create integrative lessons which are also detailed in chapter four.

Emphasis was placed on the initial teacher-student-parent meeting to clarify perceived needs, goals, and expectations for success in this alternative program. After various assessments were completed, the student began course work in deficient areas of credit and in elective work stressing self-discovery, strength of character, and conscience of craft. To achieve these goals, students were able to select tasks from a wide range of choices in visual and performing arts, reading, writing, family history, computer technology, and community service.

As a student's self-esteem improved and creativity enhanced, success was noticed even in subjects that were

of less interest to the student. More open-ended assignments in all areas of the curriculum could be progressively given with less restrictive guidelines. A broad base of opportunity was provided and continually expanded. Students not only had the chance to work with other teachers at their school site, but were also able to employ the expertise of staff members at nearby sites and in the community at large.

The evidence of student growth and the responses from students and parents, listed in chapter four, indicates that this contractual learning/independent study setting is a much needed alternative education program for many students. Additionally, the very organized introductory process has helped clarify the demands of the program and has allowed for improved study skills. The integrated lesson ideas have provided opportunities for personal awareness and growth.

Some teachers and administrators have shown an enthusiasm for the process and the lesson ideas posed here. The next step, then, would be to create a flow chart and detailed lesson plans along with power point presentations for each task so that they and other educators could easily implement the lessons in their

classrooms. As additional projects are suggested and tried, these can be added to the master list of options. Also, it would be helpful to have more parent involvement opportunities, character education lessons integrated with the arts, and a greater variety of community connections, volunteer options, speakers, and field trip destinations. Extending awareness, individuality, and the healing arts into more creative pursuits--aerobics, martial arts, yoga, discussion, gardening, and meditation--would help to insure a love of lifelong learning. This would allow students to be empowered to solve non-routine problems beyond the classroom and into life outside of school as practice continued.

When love and skill work together with faith and persistence, masterpieces are discovered along the way. I conclude this leg of the journey with a poem about one such masterpiece.

FOR MELISSA

she came to me
lost, scared, unsure, shy
three years ago
I really didn't know her story
(sometimes I don't want to)
or maybe I had forgotten...

a new beginning
a new opportunity
to grow, mature, blossom, be
our time together was precious
a time to encourage
to plan
to study
to share stories
to grow into friends

perhaps it was our shared birthday
or our struggles
or our successes
or just our time together each week

I'm proud of my young friend
who has matured
so beautifully
with a new strength
a bright vision
a self-assurance
who has overcome so much
of her story
who has been brought
by her story
to this once-only-dreamed-about destination
persistent even through last minute fears
in her drive to be the first...

she appeared this last day
Cinderella emerging from her coach
radiant eyes, beaming smile
bursting with pride: she has graduated
handshakes...and hugs too numerous to count
just a brief stop
before continuing her magical journey...

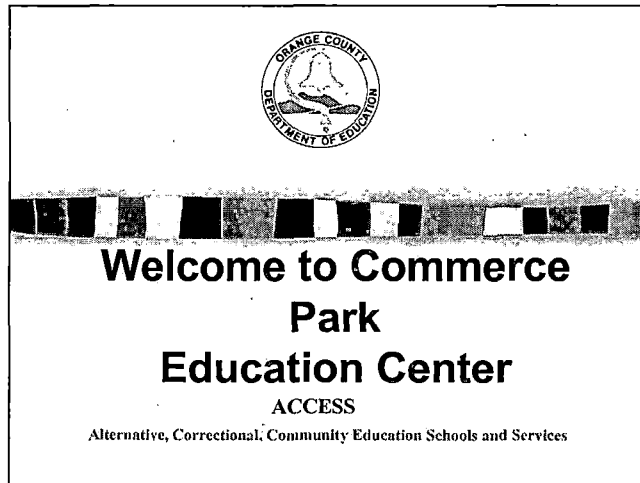
---Mary Harrigan---

APPENDIX A
POWER POINT WELCOME

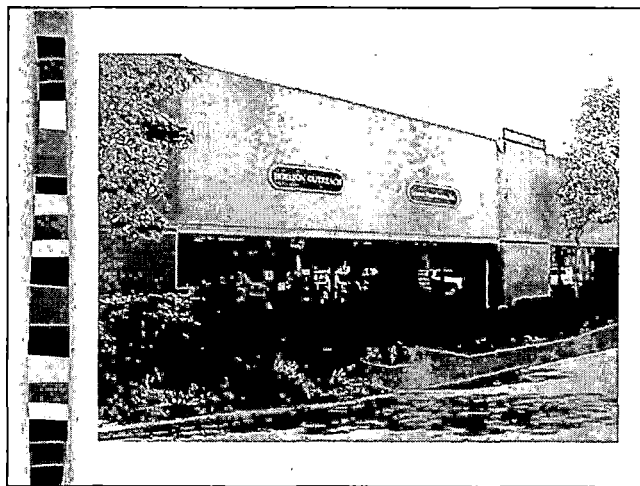
Many of life's failures are people who did not realize how close they were to success when they gave up.

---Thomas Edison---

Slide 1



Slide 2



Slide 3

“ What I am doing today is important because I am exchanging a day of my life for it.”

Slide 4

Meet the Staff:

Site Liaison and Contract Learning Teacher:

Mary Harrigan

- Has been teaching for over 20 years.
- Has 2 daughters, a son-in-law serving in the United States Navy, a granddaughter, and a grandson.
- Enjoys reading and writing poetry.
- Enjoys art, crafts, sewing, gardening, etc...
- Active participant and leader in her church community.



Slide 5

Meet the Staff:

Day School Teacher:

Rick Neiswonger

- Has been teaching for over 15 years.
- Wife, Julie, and 2 daughters.
- Enjoys snakes, sports, etc...
- Likes to travel.
- Training with students in the Students Run L.A. program




Slide 6

Meet the Staff:

Paraeducator:

Rebecca Boyle



- Has worked with at-risk students for 5 years.
- Husband, Dave, no kids - but one puppy.
- Loves sports and fitness.
- Actively involved in her church and bible study.

Slide 7

“To the world you might be one person, but to one person, you might be the world.”


Slide 8

Our Values:

The Orange County Department of Education (OCDE) is a public education organization based on fundamental human values of honesty, commitment, responsibility, respect, integrity and professional ethics. Our priority is service to students, districts and the community who look to us for support and educational leadership. We believe that the public deserves our complete candor and objectivity in our delivery of all services.

We provide a safe, caring, courteous and professional environment in a climate that fosters collaborative work and individual development for our employees. We hold each other and ourselves accountable for the highest level of performance, efficiency, resource management and professionalism.


Slide 9



Our Mission:

- OCDE provides over 163,000 students with a world class education that emphasizes standards-based skills in a safe and orderly learning environment. These students attend the following county-operated programs and services: Alternative and Correctional Education, Outdoor Science, Regional Occupational Program, Special Education and Student Programs.
- We partner with our districts to provide a world class education to 500,000 students.


Slide 10



Our Mission:


- We serve as a connecting agency among Orange County School districts and community college districts, local, state and federal governmental agencies, and community agencies.
- We respond to district and community requests for staff development, administrative, business, educational and support services.
- We partner with parents, businesses, and the community for student success in Orange County.

Slide 11



“ Success is the maximum utilization of the ability that you have.”


Slide 12



Program Options

- Day School
 - Daily attendance in school minimum of 4 hours daily.
- Contract Learning
 - Minimum requirement of 1 hour weekly appointment at school with 4 hours assigned homework daily.

Slide 13




Curriculum

Complies with California State Standards

- Core
- Electives
- ROP
- Saddleback College
- On-line Courses

Slide 14



Unique Program Dynamics

- Constant teacher to parent communication regarding student.
- Individualized learning plan for each student.
- One-on-one tutoring.
- Community partnerships.
- Connections built between teacher and student.

Slide 15



APPENDIX B
CALIFORNIA EDUCATION CODE

My work is me. It is for this I have come.

---Gerard Manley Hopkins---

SECTION 44790

The Legislature finds and declares that there is a compelling need to promote the development and implementation of effective educational programs in ethics and civic values in California schools in kindergarten and grades 1 to 12...There is mounting evidence that well-considered programs...can be effective in fostering the development of ethical behavior, civic competence, and responsibility.

Basic and shared ethical and civic values include, but are not limited to, all of the following:

Human individuality, dignity, and worth.

Fairness and equity.

Honesty, including basic truth-telling and keeping commitments.

Courage.

Freedom and autonomy.

Personal and social responsibility.

Community and the common good.

Justice.

Equality of opportunity.

APPENDIX C
ACCESS EXPECTED STUDENT LEARNING RESULTS
(ESLRS)

All paths lead to the same goal: To convey to others what we are. And we must pass through solitude and difficulty, isolation and silence, in order to reach forth to the enchanted place where we can dance our clumsy dance and sing our sorrowful song...

---Pablo Neruda---

Engagement

Students shall:

- Exhibit appropriate behavior, responsible self-control and social skills
- Work successfully with others and resolve conflicts through effective communication
- Respect and celebrate differences and diversity
- Exhibit guiding principles and core values

Learning

Students shall:

- Attain basic literacy skills
- Communicate effectively in reading, writing and speaking
- Interpret, manipulate and synthesize information
- Solve problems and make responsible decisions that support a healthy lifestyle
- Develop, value and apply organizational skills
- Use current technology effectively

Transition

Students shall:

- Display the ability to set and achieve goals
- Acquire an understanding of and skills for success in the workplace
- Explore career possibilities
- Become informed and productive citizens who contribute to their community
- Be life-long learners who integrate learning in and out of school

APPENDIX D

ACCESS INDIVIDUAL LEARNING PLAN

To be educated is not so much to be taught as it is to be awakened to who you really are.

---D. Markova---



Alternative, Community, and Correctional Education Schools and Services

ACCESS Individual Learning Plan

TODAY'S DATE: _____

Student Name (Last) _____ (First) _____ Region/Site _____ DOB _____

Criteria for Success—ACCESS ESLRs (This section to be reviewed w/student)

I will be successful in the ACCESS program if I...

- _____ demonstrate consistent school attendance with few tardies
- _____ exhibit appropriate manners and language
- _____ exhibit self-motivation
- _____ complete assignments as given with passing grades
- _____ observe dress code by wearing proper clothing
- _____ demonstrate ability to work cooperatively in groups
- _____ follow classroom rules and directions
- _____ earn credits at an appropriate rate
- _____ demonstrate a respect for authority
- _____ participate actively in school
- _____ respect other students, staff and property
- _____ demonstrate ability to state my position, listen appropriately and resolve disputes peacefully

Goals and Strategies (This section to be filled out by student with teacher assistance.)

1. Academic Goal: _____
Person responsible _____
Strategy #1: _____
Strategy #2: _____
2. Vocational/Career Goal: _____
Person responsible _____
Strategy #1: _____
Strategy #2: _____
3. Life/Skill/Behavior Goal: _____
Person responsible _____
Strategy #1: _____
Strategy #2: _____

Transition Plan (This section to be filled out with teacher assistance.)

In order to be successful after I leave the ACCESS program, I plan to...

- _____ Re-enroll in my home high school
- _____ Maintain a positive attitude and appropriate behavior
- _____ Work on my job-hunting skills (resume, interview, job search)
- _____ Obtain and keep a job
- _____ Participate in service learning and volunteer work
- _____ Explore career possibilities
- _____ Contribute to my community
- _____ Understand what I need to do to be a good citizen

Original: Student Folder
Copy: Student/parent

_____ Student _____ Teacher

APPENDIX E

STUDENT BEHAVIORAL AND CURRICULAR EXPECTATIONS

All human virtues increase and strengthen themselves by the practice and experience of them.

---Socrates---

All rules for attendance, behavior, attire, and performance are summarized in:

RESPECT

-RESPECT FOR SELF-

-RESPECT FOR OTHERS-

-RESPECT FOR THE ENVIRONMENT-

REQUIRED SCHOOL SUPPLIES:

3-ring binder

lined paper

pen (black or blue)

pencil

eraser

ruler

calculator

dictionary (for use at home)

computer (optional)

(for word processing, research, power point)

APPENDIX F
ACCESS HIGH SCHOOL TRANSCRIPT EVALUATION

Success is not the result of spontaneous combustion. You must set yourself on fire.

---Reggie Leach---



OCDE - Division of Alternative Education
ACCESS
High School
Student Transcript Evaluation

RED	= Other Dist.
GREEN	= ACCESS

Student Name: _____ D.O.B. _____ Perm ID Number: _____

California High School Exit Exam		CAHSEE Passage required as of 7/01/03 for students beginning ninth grade as of July 2000		Passed	Date
				ELA:	_____
				Math:	_____
Credits as of:					
<u>Entry</u>	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____
Credits Completed and Course Number					
English (40)	9A <input type="checkbox"/> 9B <input type="checkbox"/>	10A <input type="checkbox"/> 10B <input type="checkbox"/>	11A <input type="checkbox"/> 11B <input type="checkbox"/>	12A <input type="checkbox"/> 12B <input type="checkbox"/>	English Electives OR <input type="checkbox"/> <input type="checkbox"/> (after 7/1/03) (until 6/30/03)
Social Science (30)	10A <input type="checkbox"/> 10B <input type="checkbox"/>	11A <input type="checkbox"/> 11B <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	World Hist. / Cult / Geog US History A/B Civics Economics
Math (20)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Science (20)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
*(10 Credits required in Algebra or equivalent after 7/1/03)					
Health (5)	<input type="checkbox"/>	Fine Arts or Foreign Language (10)	<input type="checkbox"/> <input type="checkbox"/>	Physical Education (20)	<input type="checkbox"/> <input type="checkbox"/>
Electives (75)		Course		Course	
Course		_____		_____	
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	

* Algebra equivalent: Algebra 1 or Algebra 1A & Algebra 1B

ACCESSForm113:10/7/2002

APPENDIX G
ORANGE COUNTY DEPARTMENT OF EDUCATION HIGH
SCHOOL COURSE RECORD

---Alan Alda---

NAME:	DOB:								
CAHSEE:	GRAD DATE:								
DISTRICT: CUSD SVUSD or GRADUATE WITH: OCDE <i>(Circle one)</i> 220 230 220	PROFICIENCY TESTS: <table border="1" style="margin: 0 auto; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">M A T H</td> <td style="padding: 5px;">R D G</td> <td style="padding: 5px;">L A N G</td> <td style="padding: 5px;">W R I T</td> </tr> <tr> <td style="padding: 5px;">M</td> <td style="padding: 5px;">R</td> <td style="padding: 5px;">L</td> <td style="padding: 5px;">W</td> </tr> </table>	M A T H	R D G	L A N G	W R I T	M	R	L	W
M A T H	R D G	L A N G	W R I T						
M	R	L	W						

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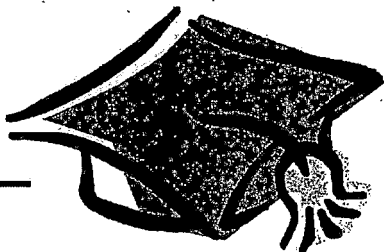
Eng 9A	Eng 10A	Eng 11A	Eng 12A
W.Geog 9A	W.History 10A	US History 11A	Civics
Math:	Math:	Math or Elect:	Elect:
Sci:	Sci:	Sci or Elect:	Elect:
PE or Elect:	Health	Elect:	Elect:
Elect:	PE or Elect:	Elect:	Elect:
Eng 9B	Eng 10B	Eng 11B	Eng 12B
W.Geog 9B	W.History 10B	US History 11B	Economics
Math:	Math:	Math or Elect:	Elect:
Sci:	Sci:	Sci or Elect:	Elect:
PE or Elect:	Dr.Ed or Elect:	Elect:	Elect:
Elect:	PE or Elect:	Elect:	Elect:

APPENDIX H
THE PATH TO GRADUATION

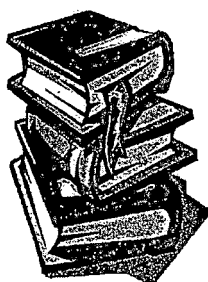
Take others with you and help them change their lives for the better.

---John Maxwell---

The Path to Graduation!



STUDENT NAME _____

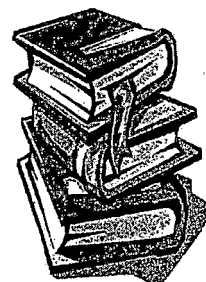


10TH

9TH

12TH

11TH



<input type="text"/>	<input type="text"/>	<input type="text"/>
ELECTIVES	CIVICS	ELECTIVES

<input type="text"/>	<input type="text"/>	<input type="text"/>
ENGLISH	ECON	ELECTIVES

<input type="text"/>	<input type="text"/>	<input type="text"/>
ELECTIVES	ELECTIVE DRIVER'S ED	ELECTIVES

<input type="text"/>	<input type="text"/>	<input type="text"/>
ENGLISH	HEALTH	US HISTORY

<input type="text"/>	<input type="text"/>	<input type="text"/>
W. HISTORY	PE	ELECTIVES

<input type="text"/>	<input type="text"/>	<input type="text"/>
ENGLISH	MATH	SCIENCE

<input type="text"/>	<input type="text"/>	<input type="text"/>
PE	ELECTIVES	ELECTIVES

<input type="text"/>	<input type="text"/>	<input type="text"/>
ENGLISH	MATH	SCIENCE

APPENDIX I
STUDENT GOALS AND OBJECTIVES

---Arthur Koestler---

111

[illegible]

APPENDIX J

MONTHLY PLANNING CALENDAR

My philosophy is that not only are you responsible for your life,
but doing the best at this moment puts you in the best place for
the next moment.

---Oprah Winfrey---

May 2004	June 2004	July 2004
Mo Tu We Th Fr Sa Su	Mo Tu We Th Fr Sa Su	Mo Tu We Th Fr Sa Su
1 2	1 2 3 4 5 6	1 2 3 4
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
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31		

June 2004

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
31	1	2	3	4	5	6
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28	29	30	1	2	3	4

Mon: Harrison / ACCESS

APPENDIX K
ASSESSMENT REPORT

My prayer is peace and struggle in silence, to be aware and true...To go outside the door of myself, not because I will it, but because I am called and must respond.

---Thomas Merton---

ACCESS: SOUTH COUNTY COMMUNITY SCHOOL

STUDENT _____

TEACHER _____

DATE _____

1 = RARELY 2 = SOMETIMES 3 = USUALLY 4 = ALWAYS

SHOWS RESPECT TO:

SELF

_____ ATTENDS SCHEDULED APPOINTMENTS ON TIME

_____ COMPLETES ALL ASSIGNMENTS ON TIME

_____ ALL WORK DONE NEATLY

_____ SHOWS EFFORT AND PERSISTENCE

OTHERS

_____ RELATES WELL TO PEERS

_____ RELATES WELL TO STAFF

_____ PARTICIPATES IN CLASS DISCUSSIONS AND ACTIVITIES

_____ WORKS QUIETLY

ENVIRONMENT

_____ RESPONSIBLE FOR SCHOOL MATERIALS

_____ KEEPS CLASSROOM AND OUTDOOR AREAS NEAT

_____ ACTS APPROPRIATELY ON FIELD TRIPS

_____ FOLLOWS DRESS CODE

APPENDIX L
DAILY SCROLL

Strong lives are motivated by dynamic purposes.

---Kenneth Hildebrand---

Today, this new day, I am a successful student. Overnight my mind and body have produced thousands of new cells to give me the greatest advantages possible. I am born anew, revitalized, and full of energy.

I am rare and valuable; unique in all the universe. I am nature's greatest miracle in action. I have unlimited potential. I believe in my abilities, attitudes, and goals. I am worthy of greatness because I am the most important person in the world.

Today I push myself to my limits. I use the skills and knowledge from this book every day. I begin the day with a success and end it with a success. My goals are being reached every day and I seek them eagerly.

I act positively and happily, fully accepting myself and others. I live to the fullest by experiencing life without limits. I embrace life. I approach each class, each book, and each assignment with enthusiasm, happiness, and joy. I thirst for knowledge. I look forward to reading and believing this scroll each and every day.

I am a positive and successful student. I know each step I must take to continue to be that way. I am clear on my goals and see myself reaching them. I now realize my infinite potential, thus, my burden lightens. I smile and laugh. I have become the greatest student in the world.

---author unknown---

APPENDIX M
A TEACHER'S PRAYER

It is no use walking anywhere to preach unless our walking is our preaching.

---St. Francis of Assisi---

I want to teach my students how
To live this life on earth
To face its struggles and its strife
And to improve their worth
Not just the lesson in a book
Or how the rivers flow
But how to choose the proper path
Wherever they may go
To understand eternal truth
And know the right from wrong
And gather all the beauty of
A flower and a song
For if I help the world to grow
In wisdom and in grace
Then I shall feel that I have won
And I have filled my place
And so I ask Your guidance, God
That I may do my part
For character and confidence
And happiness of heart.

---Anonymous---

APPENDIX N

ESSENTIAL LIFE SKILLS COURSE CONTRACT

The great thing in this world is not so much where we are, but in what direction we are moving.

---Oliver Wendell Holmes---



ORANGE COUNTY DEPARTMENT OF EDUCATION
Alternative Education Division
Course Contract

STUDENT _____ STUDENT NO. _____

COURSE: ESSENTIAL LIFE SKILLS COURSE No. 1421

DESCRIPTION: Engagement:

1. Exhibit appropriate behavior, responsible self-control and social skills.
2. Work successfully with others and resolve conflicts through effective communication.
3. Respect and celebrate differences and diversity.
4. Exhibit guiding principles and core values.

Maximized Learning:

1. Solve problems and make responsible decisions that support a healthy lifestyle.
2. Develop, value and apply organizational skills.

Transition:

1. Display the ability to set and achieve goals.
2. Acquire an understanding of- and skills for- success in the workplace.
3. Explore career possibilities.
4. Become informed and productive citizens who contribute to their community.
5. Be life-long learners who integrate learning in and out of school.

OBJECTIVES: Topics can include: budgeting, independent living, health and first aid, self-esteem, decision making, goal-setting, character education, anger management, interpersonal skill development, effective communication, critical thinking, problem solving, how to organize your time effectively, stress management, developing responsibility and persistence, work habits and skills, exploring advertising and propaganda.

Assignments: Each assignment will be specified on the Assignment Record form and will contain the following elements:

- Complete course title and number
- Specific resources, book, personnel and materials
- Assigned chapters, units, or pages, if applicable
- Intended student activities: write, read, oral presentation, answer questions, complete exercises, complete tests, internet research, projects, group activities
- Evaluation of assigned work

Materials/Resources/Personnel:

EVALUATION:

- () Assignment completed
() Demonstration of skills () Written test
() Oral Presentation () Performance above 60% accuracy
() Other _____

Credit Attempted Credit Earned Grade

Start Date Date Completed Teacher's Initials

Student Signature _____ Other Signature _____ Teacher Signature _____ Date Assigned _____

APPENDIX O
TEACHER RESOURCES

To transform the world we must begin with ourselves; and what is important in beginning with ourselves is the intention. The intention must be to understand ourselves and not to leave it to others to transform themselves...

---J. Krishnamurti---

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APPENDIX P
STUDENT RESOURCES

A mind that is stretched to a new idea never returns to its original dimension.

---Oliver Wendell Holmes---

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We must be continuously on our watch for ways
in which we may enlarge our consciousness.

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